



# University of North Carolina Wilmington CONNECTIONS

The Magazine of the Watson College of Education  
2012 Edition

**Making a  
Difference**



## Message from the Dean

One year has gone by since I began my tenure as Dean – and I can tell you right away what has impressed me the most: Our college is comprised of incredibly dedicated, engaged and collaborative faculty and staff. Of course they have to deal with thorny problems and contentious issues that complicate their efforts, some caused or exacerbated by current financial difficulties. But trust me, my colleagues work so hard (and well) on behalf of our students, community partners and others.

A selection of recent activities, events and accomplishments is included in this issue of *Connections*. Clearly, we try to make a positive difference not just for each other but also in the work of our students, in the understandings and practices of teachers and administrators in the region, in the policies of local, state and (inter)national educational organizations, in the professional research communities of which we are a part, and directly in the lives of children and families.

There have been several important changes during the last 12 months. No doubt the most prominent is our name, the Donald R. Watson **College** of Education! This change was made after a review of similar units in the UNC system and among the university's peer institutions nationally. It also mirrors a significant increase in our faculty, students and programming during the last two decades. We sought input and approvals from various groups, including the local alumni chapter, and everyone supported the change. We hope you do as well.

There have been other changes as well. For example, we developed new mission and value statements (see our website at [www.uncw.edu/ed](http://www.uncw.edu/ed)). Our two associate deans have new titles and responsibilities: Carol McNulty, Associate Dean for Academic and Student Affairs, will be more involved with enhancing the student experience in our college, and Ann Potts, Associate Dean for Teacher Education and Outreach, will provide increased coordination of our teacher education efforts.



*Dean Teitelbaum talks with students during last year's Welcome Back Ice Cream Social, a new favorite tradition at WCE. Photo by Krystine Wetherill*

We have introduced an M.A.T. program in elementary education (for students whose undergraduate major is not education); an MEd degree program in higher education (for those seeking to work or are currently working in professional staff positions at two-year and four-year institutions); and a curriculum and instruction specialization in our educational leadership doctoral program. We re-designed program and certification options and significantly increased the number of online courses. And we introduced several initiatives that were intended to focus on research efforts or community building, such as a Scholarship Brown Bag Series and Welcome Back Ice Cream Social (for faculty, staff and students).

I know this magazine is just one of many print and online publications that are clamoring for your attention, but I do hope you take the time to read it carefully. You will learn more about the truly inspiring work taking place in our college, in and out of the classroom. Finally, I ask for your continued or initial financial support to the Watson College of Education, in whatever amount you can provide.

We greatly appreciate your interest in our college and welcome your feedback about our many activities and accomplishments. Please feel free to contact me if you have any questions or comments to share. I can be reached at [teitelbaumk@uncw.edu](mailto:teitelbaumk@uncw.edu) or 910-962-3354.

Best wishes,  
**Kenneth Teitelbaum**





# CONNECTIONS

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*(Above) Deloris Rhodes leads an activity with students in the Seahawk Scholar program at the Betty Stike Education Laboratory.*

*(On the Cover) Phillip Snowden, Xavier White, Dwight Waddell, Chance Snowden and Courtney Johnson use Apple iPads to conduct research during a literacy workshop facilitated by Somer Lewis and Brian Brinkley. The week-long series of workshops was conducted as part of a collaboration between the WCE Office of Outreach and Men & Women United for Children and Families.*

*Photos by Krystine Wetherill*

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# CONNECTIONS

2012 Edition

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Correspondence can be sent to:  
UNCW Watson College of Education  
Dean's Office  
601 S. College Road  
Wilmington, NC 28403-5991  
or to Kenneth Teitelbaum, Dean  
at [teitelbaumk@uncw.edu](mailto:teitelbaumk@uncw.edu).  
Visit us online at [www.uncw.edu/ed](http://www.uncw.edu/ed)

Kenneth Teitelbaum  
Dean, Watson College of Education

Managing Editor  
William Davis

Photo Editor  
Jamie Moncrief

Graphic Designer  
Krysti Wetherill

Contributors  
Joy Davis  
Tara Hardy  
Elizabeth Humphrey  
Sally Johnson  
Brooke Keller  
Andrea Weaver

Copy Editors  
Marybeth K. Bianchi  
William Davis

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*CESTEM Assistant Director Chris Gordon helps Columbus County Enrichment Students understand the principles of physics using a demonstration crafted from low-cost items that can be repeated by public school teachers in their classrooms. Photo by Krystine Wetherill*



# connecting TEACHERS with

by Sally Johnson '14MFA

# TECHNOLOGY

Christopher Gordon loves talking about and working with technologies for the classroom.

The assistant director for the Watson College of Education's Center for Education in Science, Technology, Engineering and Math (CESTEM) also enjoys trying out the materials. Administrative assistant A.C. Hosea laughed as she remembered the day she and Gordon tried out the rocket blaster made from soda bottles. "That was fun."

Fun is exactly what these technologies offer public school students and their teachers while enhancing learning.

Although teachers may have the skills it takes to educate their students, they do not always have the funds or resources necessary to fully prepare students for college. CESTEM provides free and low-cost services and technologies to teachers and schools in seven counties, helping K-12 students learn with hands-on materials like telescopes, laptops, calculators, robots and measuring instrumentation as well as innovative technologies such as a solar telescope and LEGO robots.

The Starlab, a portable planetarium that is available for use in the classroom, would normally cost \$6 to \$7 per student, but CESTEM provides this unique learning resource for a single \$30 maintenance fee.

Along with the temporary loan items, CESTEM offers long-term loan items such as the Wave Tank. Thanks to a \$10,000 grant for technology awarded by Vernier Software and Technology, the program has invested in equipment like heart rate monitors and a force plate.

With these types of technologies, students can "focus on the experiments and not worry so much about the data," says Gordon. They'll learn by having fun and by experiencing new technologies.

CESTEM also plans annual events such as Science Olympiad, which attracts more than 800 students to UNCW in early March, and the Southeastern Regional Science Fair, which involves more than 150 students in early February. These projects are "very different, but both very fun," said Gordon. Quite a few students competing at these local events have gone on to state and national competitions.

In addition to equipment and programs for students, CESTEM offers professional development workshops to give educators from around the state a chance to learn about technologies and methods they can use in their classrooms in conjunction with the materials loaned from the center.

CESTEM is designed to "create a network between K-12 teachers and UNCW faculty. The point is for them to have the correct information," said Hosea.

Started in 1991 as the Science and Mathematics Education Center, CESTEM has helped thousands of teachers and students in Southeastern North Carolina gain access to technology and information in math, engineering and science. It has acquired more than \$4 million in grants since its founding. More than 2,800 students and 314 teachers from New Hanover, Onslow, Pender, Bladen, Brunswick, Columbus, Duplin, and Jones counties have used its technology loan program in the last year alone.

[www.uncw.edu/cestem/](http://www.uncw.edu/cestem/)





By Tara Midyett Hardy '12

## Starting Out

"The problems in Wilmington are completely solvable," according to Associate Professor Janna Robertson, Department of Instructional Technology, Foundations and Secondary Education and co-founder of the Dropout Prevention Coalition at the Watson College of Education.

"The dropout issue does not start in high school," explains Robertson. "It starts in the community and at home."

High schools in North Carolina reported 15,342 dropouts in the 2012-11 school year. Research from the National Dropout Prevention Center (NDPC) shows that dropout rates are influenced by a variety of factors. Some individual factors include low achievement, poor attendance, low expectations, low commitment to school, no extracurricular participation and a lack of effort. Attendance issues accounted for 43.2 percent of all N.C. dropouts in 2010. Family factors like low socioeconomic status, low education level of parents and low educational expectations have also been identified as risk factors.

Robertson likes to point to a student she met named Quinita as an example of how students at risk for dropping out can be helped with the right approach. Robertson was observing her interns at a local high school when she met Quinita, a student with a bad attitude and no motivation. When asked why she was so angry, Quinita described a stressful home life and a frustratingly dull remedial math class. A lack of effort and motivation had left Quinita with a less-than-ideal academic record. What she really wanted was to attend the Mosley Performance Learning Center, a Wilmington school with a non-traditional approach to education.

Robertson explained that with a blatantly negative attitude, Mosley would never be interested in her studying there. The two made a deal that if Quinita could turn things around in the classroom and shape up her behavior, she would get a glowing letter of recommendation to the director at Mosley, who happens to be a personal friend of Robertson's. Not only has Quinita's attitude improved drastically, but she has started tutoring the other kids in her class.



*Every school day, 83 students drop out of high school in North Carolina - enough to fill three school buses.*

## Making A Difference

The Southeastern North Carolina Dropout Prevention Coalition was established in 2011. Its goal is to raise awareness of the magnitude of the high school dropout problem in the region and collaborate on programs to motivate students to succeed in school. During the summer of 2011, Robertson began reading about dropout prevention. She worked closely with Robert Smith, a professor in the Department of Instructional Technology, Foundation and Secondary Education. Together, they wrote grants to conduct research to see what schools in the Wilmington area were doing to improve dropout rates.

After conducting interviews at 25 different schools, they were pleasantly surprised to find that many efforts were already in place to address the dropout issue. Career Academies in Onslow County and Freshman Academies in New Hanover County are just two examples of what they discovered. Many non-profit organizations in the area also have programs to encourage students to stay in school.



Janna Robertson

The problem was that none of these organizations knew that the others existed. High schools in Wilmington didn't know what other schools down the road were doing to resolve the same issues. The purpose of the coalition is to facilitate communication and create opportunities to increase collaboration.

"I am most proud of the things we are doing in the community," said Robertson.

According to Robertson, they need to focus on what works in this region to implement the most effective solutions to the problem. Once they are more established, the Dropout Prevention Coalition can serve as a model for other North Carolina institutions to start similar programs in their own areas.

"It's about recognizing the need," said the Rev. Clifford Barnett, chairperson of the coalition. He encourages community members to ask, "What do I need to know, and how can I help kids stay in school?"

The Dropout Prevention Coalition has been very active in raising awareness through sponsoring multiple events this year. They helped sponsor the 24th Annual At-Risk Youth National Forum in Myrtle Beach in February, where several coalition members gave presentations. Other local conferences included the Emerging Leaders Conference at UNCW co-sponsored with the N.C. Parent Teacher Association and a Wilmington event titled "Working with the Black Male Student.... Strategies that Work." A series of presentations were also held as part of the "2012 What Works: Innovative Models and Best Practices in Education" event and a Dropout Prevention Symposium at the UNCW Watson College of Education.

[www.uncw.edu/ed/dropout](http://www.uncw.edu/ed/dropout)

## UNDERSTANDING THE PROBLEM

The NDPC has identified 15 effective strategies for dropout prevention:

- Systematic renewal of goals and objectives
- School-community collaboration
- Safe learning environments
- Family engagement
- Early childhood education
- Early literacy development
- Mentoring/tutoring
- Service-learning
- Alternative schooling
- After-school opportunities
- Professional development
- Active learning
- Educational technology
- Individualized instruction
- Career and technical education

*(Facing Page) Janna Roberson and Mark Phelps, teacher recruiter/advisor for the Watson College, work with members of YouthBuild to develop strategies to help students in danger of dropping out of school. UNCW/Jamie Moncrief*



# Poverty Simulation: An Emotional Learning Experience for WCE Students

By Andrea Monroe Weaver

More than 16 percent of North Carolina children ages 18 and younger live below the federal poverty level. For a family of four, that means their annual income is \$22,050 or less. Overall, more than 950,000 of North Carolina's nearly 9.7 million residents live in poverty.



“Educators must be prepared to understand the issues that families in poverty face in order to support affected students and their families,” said Amy Moody, assistant professor in the Department of Early Childhood and Special Education.

The statistics are compelling, but they hold little meaning for students who have not experienced poverty. To increase awareness of the issues that affect poor families, Moody works with Professor Susan Catapano, chair of the Department of Educational Leadership, and Assistant Professors Candace Thompson and Angela Housand of the Department of Instructional Technology, Foundations and Secondary Education, to conduct in-depth poverty simulations for about 200 education, social work and nursing students each semester. They also work with teachers from New Hanover County Schools.

“Our mission is to prepare our students, as well as in-service teachers, to better serve kids in poverty,” said Catapano. “This program is eye-opening and very emotional. It makes them more aware of the challenges that poor families face just trying to meet basic needs, like food, clothing and housing.”

During the simulations, participants are assigned identities – such as single parents with very limited incomes, underemployed parents or members of an undocumented family – and they have to figure out how to meet their pretend family’s basic needs without enough resources to be successful.

“The simulation program brings that awareness to light,” Moody said. “Without it, I don’t think we would have the same impact.”

The four faculty members introduced the poverty simulation program in 2009. They received a grant from the university to purchase a simulation kit from the Missouri Association for Community Action, which they’ve modified to better represent N.C. families living in poverty.

“We learn something new every time we offer the program,” Catapano said. “It offers a broad view of human nature.”



*Susan Catapano*



*Angela Housand*



*Amy Moody*



*Candace Thompson*

As part of the program, campus and community volunteers portray assistance workers at government and non-profit agencies. The simulation routinely shows that students often do not know about services for the poor, and they don’t understand the time, paperwork and effort required to qualify for help.

Students who have been poor during their lives are the most successful at navigating the simulation’s scenarios, Catapano said.

“The people who do best are the people who have lived it,” she said. “The students who grew up in poverty will collaborate and seek help from community agencies more quickly than students who have not had that experience.”

After the simulation, students reflect on what they learned through group discussions and written observations prepared for class. For elementary education major Sarah Starzynski ’13, who participated in the April 2012 simulation, the program provided insight in what it means to live in poverty.

“When my husband was a sergeant in the military, and we had three daughters under age 8 at the time, I thought I knew about budgeting and sacrifice,” wrote Starzynski. “However, when I look back at those times – my oldest is 21 now – I realize that while times were indeed tight, we weren’t drastically poor. We could buy our children new clothes, shoes and bikes. We could pay for field trips and buy school pictures and supplies. The simulation showed me that families today may be experiencing tougher times because the price of food, gas, clothing, supplies – everything – has risen so much that they’re using any disposable income they have just to survive.”

Education faculty members have created a memorable learning experience by combining the poverty simulation program – an interactive educational activity – with classroom instruction and in-depth reflection.

“Many students have never thought about the roles that others have in life,” Moody said. “This program gives them another perspective on family values. It opens up powerful emotions, it makes them think, and it starts some important conversations.”



## TEACHING WITH TECHNOLOGY

# Introducing robots to Children with Autism

By Sally J. Johnson '14MFA

“Autonomous, programmable, humanoid robots” might not sound like the best description of a new tool to help children with autism, but that’s exactly what NAO robots are. Amy Moody and her team of researchers in UNCW’s Watson College of Education have acquired six of these robots to study how they might assist autistic children with their studies.

Utilizing technology and visuals when teaching children with autism has proved successful, and the NAO robots have both of these aspects rolled into a 28-inch human-like machine. The robots, which come equipped with a digital camera, speech synthesis, gripping hands, speech recognition and WiFi, can speak, listen, express emotion, see and follow directions.

One of the more interesting things the NAO robot is capable of is Tai Chi, a type of Chinese martial arts practiced for both its defense training and its health benefits and known for its slow movements. Being able to practice Tai Chi requires the NAO robots to have balance and coordination.

Working with her team, Moody, an assistant professor in the Early Childhood and Special Education Department and director of the Assistive Technology Demonstration and Lending Site, can program specific adjustments and commands for the NAO robot to enhance social engagement with children in the study. Playing the game “Simon Says” is one of the main aspects of Moody’s research. The research team will examine engagement and

communication during social interactions among the children while they play with the NAO robots.

The purpose of the research will be to see if the children can appropriately and effectively interact with the robots. Once the robot is removed from the classroom, the hope is that the children will have learned these behaviors and can generalize these skills to other learning environments and social situations. The ultimate goal, Moody said, “is to see if robots can bridge the gap and enhance social communication and engagement.” She hypothesizes that the robots will help improve the children’s engagement, attention, enthusiasm and verbal communication skills. The NAO robot has a video camera attached, and the footage will be used to collect and later code the data.

The children working with the NAO robots are students of OASIS NC, “an inclusive, afterschool social-communication program created especially for children with autism that allows them to generalize and practice the social skills they have been taught in school.” They range from kindergarten to fourth grade levels.

Moody is constantly looking for technologies that help students gain access to the general curriculum. The NAO robots, which can run a price tag of higher than \$15,000 each, are too expensive for most families to buy for a child with autism. However, Moody hopes with further research and funding that the technology, if effective, will be implemented in schools and afterschool programs like OASIS.



*Panelists Andy Jackson, Jane Fox, Lathardus Goggins and Kenneth Teitelbaum (left to right) discuss diversity in academia as UNC Wilmington's Office of Institutional Diversity and Inclusion hosted the 2012 UNCW Diversity Conference in April.*  
UNCW / Jamie Moncrief



## A Watson College Committee Addresses Diversity

By Elizabeth King  
Humphrey '03MFA

When Janna Robertson and Mark Phelps of the Watson College of Education talk about diversity, they often finish each other's sentences.

It's a passion for the pair who serve as co-chairs of the Watson College of Education's diversity committee. They stress that diversity is not just ethnic diversity.

"We deal with sexuality, with gender issues, with poverty and socioeconomic issues, disability, and also religion and language. We work with dropout prevention. Sometimes diversity might even include political leanings and other issues that divide people," said Robertson, associate professor in the Instructional Technology, Foundations and Secondary Education Department.



Mark Phelps

Diversity also encourages the premise that education should be accessible to everybody. The committee has been tackling ways to improve diversity issues on campus, coming up with a wealth of small and large ideas that could be implemented at UNCW

"There are quite a few initiatives we're looking at this summer to infuse some good energy for the upcoming school year," said Phelps, who serves as an advisor and teacher recruiter for the Watson College.

These include updating the committee's website ([uncw.edu/ed/diversity](http://uncw.edu/ed/diversity)) with all its active initiatives, finding



Donyell Roseboro

scholarship funding, disseminating information about the committee's activities, and writing and developing diversity strands for incorporation into WCE programs.

There have been numerous faculty members in WCE who for many years have been focusing on issues of diversity. The current committee chairs see their work as a continuation of the efforts of previous committee chairs and members.

As an example of the broad swath diversity issues can take, when Donyell Roseboro, director of the WCE Professional Development Schools System and Associate Professor in the Department of Instructional Technology, Foundation and Secondary Education, renegotiated contracts with 13 regional school districts she included new language recommended by the diversity committee. The districts identified the need to hire more diverse teachers and for professional development on how to create culturally responsive classrooms.

Some of the initiatives are also tied to replacing the educational funding that has been lost during these tight budgetary times. The chairs explain that much of the problem is finding additional incentives for diverse students to come to UNCW, especially with regard to the availability of scholarship funds.

The chairs acknowledge that diversity is a large part of the educational process and infuses all WCE courses. They point out that nearly 90 percent of WCE students are working with diverse students in the field.

"And that is faculty driven," Robertson explained. "Every program addresses diversity. If you look at the classes, diversity is in a lot of classes. Diversity is pervasive."



# Students Learn the Fun Way with Innovative Digital Storytelling

*By Joy Davis '08*

For centuries, children huddled around campfires eager to learn from the tales of their elders. These days the glow of the campfire has been replaced by the colorful lights of computers, iPads and smartphones, leaving many teachers seeking new ways to engage overstimulated students. To help educators, the UNCW Watson College of Education (WCE) is pioneering digital storytelling.

This innovative educational tool helps local teachers interest K-12 students in literacy and language through stories developed with electronic media.

The Watson College began its first digital storytelling project in 2008 when Associate Professor Eleni Pappamihel and Assistant Professor Denise Ousley-Exum in the Department of Instructional Technology, Foundations and Secondary Education organized the first annual Digital Storytelling Contest. Now in its fourth year, the event has become a staple in the K-12 English as Second Language (ESL) classrooms of New Hanover, Pender and Brunswick Counties.

Each spring, the Watson College faculty help area ESL public school teachers facilitate their own digital storytelling activities by providing professional





*(Left) A WCE student assists children from the Columbus County Summer Enrichment Program create a digital storybook. (Above left) Dave Munsun helps a student use a digital tablet. (Above right) Chandra Roughton, coordinator of the Digital Stories project, works with Columbus County students in preparing a digital storybook. Photos by Krystine Wetherill*

development, technology and support. The projects are then entered into the annual digital storytelling competition, which culminates with a “film festival” on campus where students view the top projects. Last spring, more than 120 students participated in the competition.

Pappamihel said the program has grown each year because it helps ESL learners grasp the English language: “Digital storytelling can be less intimidating than traditional storytelling for these students because they can use pictures and text to get a message across without having to have a firm grip on the language, but in the process their English reading and writing skills strengthen.”

Members of the faculty have used digital storytelling as an educational technique for several years. In 2009, Susan Catapano, chair of the Department of Educational Leadership, initiated a digital storytelling pilot program at Williston and D.C. Virgo Middle Schools. Like the ESL program, graduate and undergraduate students in the WCE served as mentors for students. The young students were empowered to tell their own stories with technology, this time with iPads.

“They can use iPad applications to incorporate animation, music and other features that make the projects uniquely theirs. Many students have said they feel that much of the classroom curriculum doesn’t relate to them and can be stressful to them because it is focused on materials they will be tested on. With these projects, every one of them can be successful in their own way,” said Catapano.

The pilot led to a North Carolina Department of Public Instruction dropout prevention grant for the Wilmington Community Digital Storytelling Collaboration, a program focused on using digital storytelling to improve literacy and language skills for middle school students in high risk areas. The grant enabled the WCE to expand the digital storytelling program at Williston and Virgo and opened the door for a new summer program at the Community Boys and Girls Club.



*Eleni Pappamihel*



*Denise Ousley-Exum*

Williston Assistant Principal Donald Cummings said, “Not only did the students’ reading and writing skills improve, their confidence grew. Digital storytelling gave them a greater desire to read and they saw the importance of it.”

WCE continues to look for new opportunities to empower students through digital storytelling. This summer, Columbus County eighth grade students engaged in a new digital storytelling workshop that enlisted technology such as face-aging applications to help students develop their own retirement party invitations in an effort to motivate them to stay in school.

As she took photos for her project on her iPad, participant Nya Pattilo said, “This is heaven. It’s fun. Instead of the teacher deciding what we will do, we get to decide and learn on our own. I like that.”





# Looking back

*by Cathy L. Barlow*

As a former teacher and principal, I remember the pride and joy I felt when my students grew and changed and evolved. To see my students set goals, work hard to reach them, and often exceed them continuously inspired and rejuvenated me. I feel much the same way about the Watson College of Education. When I arrived in 2000 to accept the position of dean, the Watson School was a very different place. There were only two departments, we had about half the faculty members we have now, and the school was located in two buildings.



The faculty and staff had ambitious goals to expand our curriculum, prepare more students for the teaching profession, offer more resources for current teachers, and provide more educational opportunities for current and future administrators. Our team benefitted from the momentum created by the push for the higher education bond issue, which occurred the first year I was here. In fact, many of us were involved in campaigns and discussions to encourage voters to approve the bond.

When it passed, the Watson School was fortunate enough to be ranked as the university's top priority for a new building. Teams of faculty, staff, alumni and teachers planned for our eventual move into a state-of-the-art instructional building by:

- Discussing our functions and evaluating the proposed spaces in the building to make the most of our new home.
- Designing the North Carolina Teachers Legacy Hall, a unique tribute to the teaching profession and to outstanding educators across the state.

During this time, Watson secured additional positions and increased our faculty diversity. Our national accrediting body (NCATE) and the state Department of Public Instruction also reapproved our programs. Watson grew quickly; by the time the new Education Building was completed, and we moved in September 2004, our programs were housed in five buildings and we had doubled the size of the faculty. We had almost outgrown our new building before occupancy!

What I remember most about our move is the way it affected our students. They were shocked and surprised when they first entered the building and understood that this beautiful place was indeed a wonderful indicator of the value that UNCW places on education and educators. I will always be grateful for the donations we received for Legacy Hall, and I will always smile when I walk through the Education Building and see the alphabet letters etched in the hall's glass panels. Let's just say they forever mark the building as home of the university's education programs.

With the building as a resource, Watson's remarkable faculty and staff teamed up to achieve numerous goals, earning a lot of recognition in the process. Our accomplishments included:

- Recognition as the third largest producer of teachers in the state.
- The 2006 Christa McAuliffe Award for Excellence in Teacher Education from the American Association of State Colleges and Universities which honors leadership and innovation in teacher education.
- A 2006 reaccreditation visit by NCATE that earned Watson five commendations and recognition as an exemplary school of education in all aspects.
- Numerous honors for our outreach and service to the region, our partnerships with school systems and charter schools and our collaborative teacher preparation programs with community colleges and the Camp Lejeune Marine Corps base. Watson faculty and staff also took the lead in writing and receiving grants to benefit our partnerships.

In addition to our ongoing efforts to revise and enhance our undergraduate and graduate programs, the Watson School established the doctorate in educational leadership (Ed.D.) and admitted our first class in August 2007. The program is designed for working educators and has a number of unique features including internships in international education, business and school/government settings. I am very proud of this program and its impact on educators who participate as well as the K-12 students who benefit from their additional preparation and expertise.

My tenure as dean of the Watson School of Education led to an opportunity to serve as provost of the University of North Carolina Wilmington. I am profoundly grateful to the colleagues in the Watson School and across campus who made my years in both positions so professionally fulfilling. After 12 years at UNCW, it is time for me to take on new

challenges. I leave with a glad heart, knowing that the Watson School of Education has evolved into the Watson College of Education, a change that reflects the range and depth of its programs and services. I am honored to have worked with so many outstanding students, faculty and staff at UNCW, and I look forward to seeing what this terrific university accomplishes in the years ahead.

*Cathy Barlow poses with her portrait, which will hang in the dean's conference room at the Watson College of Education. Photo by Krystine Wetherill*





Photo courtesy of Reading Recovery Council of North America

## Reading Recovery Program Grant Helps Southeastern Communities, Schools and Students *By Sally Johnson '14MFA*

Thanks to a \$46 million grant from the United States Department of Education, the University of North Carolina Wilmington has been able to add training sites and teachers to its Reading Recovery Program. UNCW is one of 20 universities in the nation approved to offer Reading Recovery training for teachers.

Associate Professor Barbara Honchell of the Department of Elementary, Middle Level and Literacy Education directs the program, which helps more than 30 school districts' first-grade students reach average reading levels. UNCW has been a training site for the program since 1991 and services school districts throughout North Carolina and Virginia. With the help of the grant, UNCW will add more school systems and train 10 times as many teachers this year as last.

The \$46 million will help pay for teachers throughout the country to become trained as Reading Recovery professionals. The money will also help new school districts to enroll and create new training sites. This year, with help from the grant, five new counties in Southeastern North Carolina were added to the program.

The Reading Recovery program was founded in New Zealand in the 1960s and is the only program of its kind to be deemed effective in all areas by the Institute of Education Sciences What Works Clearinghouse, a federal body that evaluates research about educational practices to determine their effectiveness.

The Reading Recovery program employs one-to-one tutoring sessions with the first grade students falling in the lowest 20 percent of literacy testing. Research shows that the program boosts students' reading levels after just 12 to 20 weeks. Thirty-minute tutoring sessions take place during regular school hours to help students achieve higher reading levels, eventually helping students reach average scores for their grade level. Each session involves reading and writing lessons and activities that enhance children's comprehension and problem-solving skills.

"It's really about balancing missing class instruction for a short amount of time [15 weeks] versus having them spend years not knowing what's going on," says Honchell, noting that a short-term absence from class will provide Reading Recovery students the baseline for the rest of their educational career.

The project funds teachers specifically trained to use the program in tutoring sessions. Educators enroll in six hours of UNCW classes to gain credentials and learn the program. Educators with a master's degree and an interest in being a trainer of teachers enroll in 18 hours of course credit. For more information, visit [www.uncw.edu/ed/readingrecovery](http://www.uncw.edu/ed/readingrecovery)



Barbara Honchell



**Brian Brinkley** is working with Greene County Schools to implement the new North Carolina Science Essential Standards K-2, which includes helping teachers plan a performance-based, integrated science curriculum and conducting professional development workshops.

**Cory Callahan** co-authored “Employing Educative Curriculum Materials to Develop Teachers’ Professional Teaching Knowledge,” to be published in the October 2012 issue of the *International Journal of Social Education*.

**Marsha Carr** authored “The Art of Leadership: Educational and Business Leaders Speak Out on Organizational Change” in the March 2012 issue of *Literacy Information and Computer Education Journal*.

**Susan Catapano** and **Candace Thompson** co-authored “The Poetry of Voice” in Jana Noel (Ed.), *Moving Teacher Education into Urban Schools and Communities: Prioritizing Community Strength*, to be published by Routledge later this year.

**Sue-Jen Chen** and **Edward Caropreso** co-authored (with others) “Cross-Cultural Collaborative Online Learning: If You Build It, Will They Come?” in the April 2012 issue of *Global Partners in Education Journal*.

**Elizabeth Crawford** co-authored “The Preparation of Globally Competent Teachers: A Comparison of American and Australian Education Policies and Perspectives” in the April 2012 issue of *Global Partners in Education Journal*.

**James DeVita** co-authored “Southern Predominantly White Institutions, Targeted Students, and the Intersectionality of Identity: Two Case Studies” in Christine Clark, Kenneth Fasching-Varner and Mark Brimhall-Vargas (Eds.), *Occupying the Academy: Just How Important is Diversity in Higher Education*, published by Rowman & Littlefield in 2012.

**Amy Garrett Dikkers** and **Somer Lewis** co-authored (with another colleague) “Get Present: Build Community and Connectedness Online,” in the September/October issue of *Learning & Leading with Technology*, a journal of the International Society for Technology in Education.

**Elizabeth Foster** co-authored *Evaluation of Peer Prevention Programs: A Blueprint for Successful Design and Implementation* published by Routledge in 2012.

**Kathy Fox** and **Rachel Gerhartz Caloia** co-authored “Representation of Male Characters in Award-Winning Children’s Picture Books,” to be published in an upcoming issue of *The Dragon Lode*, a journal of the Children’s Literature and Reading Special Interest Group of the International Reading Association.

**David Macinnis Gill** published his third novel, *Invisible Sun* (Greenwillow Books), a future dystopian story about life on a terraformed Mars.

**Tracy Hargrove** was invited by the Center for Teaching Excellence at UNCW to participate in a new initiative titled “High Impact Teaching: Master Teachers Tackle the Issues,” a program that develops audio podcasts featuring faculty discussing issues relevant to the university.

**Barbara Honchell** is working with a U.S. Department of Education grant and will be training Reading Recovery teachers in 11 North Carolina school districts this academic year.

**Angela Housand** co-authored “Regression Discontinuity Design in Gifted and Talented Education Research” in *Gifted Child Quarterly’s* April 2012 issue and serves as executive director of the Consortium for Research in Educational Accountability and Teacher Evaluation.



*Invisible Sun* written  
by David Macinnis  
Gill

**Scott Imig** co-authored “Developing Culturally-Aware School Leaders: Measuring the Impact of an International Internship” to be published in *Educational Administration Quarterly*.

**Allison Jones** co-authored “Life Skills and Community-Based Instruction” in Michael Wehmeyer and Kristine Webb (Eds.), *Handbook of Adolescent Transition Education for Youth with Disabilities*, published by Routledge in 2012.

**Dennis Kubasko** serves as director of the Center for Education in Science, Technology Engineering and Mathematics (CESTEM) on campus, which assists in fulfilling the university’s mission to encourage public access to its educational programs.

**Florence Martin** serves as president of the Multimedia Production Division of the Association for Educational Communications and Technology.

**Mahnaz Moallem** co-edited *Emerging Technologies in Learning: Impact on Cognition and Culture*, published by the Association for the Advancement of Computing in Education in 2011.

**Shelby Morge** and **Mahnaz Moallem**, with **Chris Gordon** (CESTEM) and others, were awarded a North Carolina Quality Educators through State Development and Training (NCQUEST) grant of \$199,898 for their project, Integrating Computing and Mathematics Education (INCOME), which partners with middle grades mathematics teachers and students in Onslow County.

**Joanne Nottingham** received the University Inclusive Excellence Award at the 2012 UNCW Diversity Conference in honor of her decades-long work in support of diversity at the university.

**Kennedy Ongaga** and **Mary Ombonga** co-authored “HIV/AIDS Education Programmes in Kenya: Contexts of Implementation in Secondary Schools,”

published in Alexander Wiseman and Ryan Glover (Eds.), *International Perspectives on Education and Society Series: Volume 18 – HIV/AIDS and Education Worldwide*, by Emerald in 2012.

**Eleni Pappamihel** and **Amy Moody** held a Response to Intervention (RtI)/English as a Second Language (ESL) conference in June for about 50 special education and ESL teachers who are a part of the WCE Professional Development Schools System, funded by the Office of English Language Acquisition via our English Language Minority Students (ELMS) project.

**Michele Parker** serves as president-elect of the Eastern Educational Research Association and was selected from a competitive applicant pool to attend the American Educational Research Association Faculty Institute on the Teaching of Statistics with Large-Scale Data Sets at Stanford University in July.

**Ray Pastore** edited a book, with chapters written by UNCW students, titled *Online Learning: An Instructional Technology Class’s Exploration of Online Teaching and Learning* published by CreateSpace in 2012. His blog was chosen by College Online as one of the “10 Best Blogs for Instructional Design.”

**Ann Potts** and **Katie Schlichting** co-presented on “Understanding Homelessness: Providing an Authentic Context for Enhancing Students’ Awareness and Appreciation” at the Eastern Educational Research Association Conference in Hilton Head Island, S.C., in February.

**Debbie Powell** created an online formative writing assessment tool for PK-12, correlated to the Common Core State Standards, which will be available for school district use in September.

**Kelly Riedinger** co-authored “Informal Science Education in Formal Science Teacher Preparation” in Barry J. Fraser, Kenneth Tobin and Campbell J. McRobbie



RTI Conference (top), Joanne Nottingham (bottom).



(Eds.), *Second International Handbook of Science Education* published by Springer in 2012.

**Janna Robertson** co-authored “Addressing the Need for Special Education Teachers: The Impact of Online Instruction on Preserves Teachers’ Attitudes Toward Inclusion” in spring 2011 issue of *Teacher Education and Practice*.

**Kathy Roney** collaborated with researchers from Notre Dame University on a two-year grant award of \$27,600 from the John Templeton Foundation for their project on The Role of Group Culture in Moral Formation. She also was named editor of the *North Carolina Middle School Journal*.

**Donyell Roseboro** was a plenary speaker on “Mediated Youth: Popular Culture in Chaos” at the Inaugural International Youth Studies Congress held at the University of Calgary in April.

**Kathleen Schlichting** co-authored “Language Play: Essential for Literacy Development” in Edward J. Kame’enui and James F. Baumann (Eds.), *Vocabulary Instruction: Research to Practice*, published by Guilford in 2012.

**Rajni Shankar-Brown** serves as president-elect of the North Carolina Professors of Middle Level Education and executive board member of the North Carolina Middle School Association.

**Robert Smith** co-authored “From the Margins to the Mainstream: Potential Impact of Early Colleges on Traditional High Schools” in *The Educational Forum* published in 2012.

**William Sterrett** authored *Insights into Action: Successful School Leaders Share What Works*, published by the Association for Supervision and Curriculum Development in 2011, which was chosen as an ASCD Member book.

**Jeanne Swafford** serves as editor of *Content Area Reading Journal*, a

publication of the Content Area Reading Special Interest Group of the International Reading Association.

**Amy Taylor** co-authored “Students’ Accuracy of Measurement Estimation: Context, Units and Logical Thinking” to be published in *School Science and Mathematics*.

**Kenneth Teitelbaum** authored “Critical Civic Literacy In Schools: Adolescents Seeking to Understand and Improve The(ir) World” in Joseph L. DeVitis (Ed.), *Critical Civic Literacy: A Reader*, published by Peter Lang in 2011.

**Candace Thompson** was keynote speaker on “Agency in the Accountability Era: Stories of Resistance and Success” at the Southeastern Association of Educational Studies annual conference sponsored by the University of South Carolina in February.

**Robert Tyndall** has served for the past nine years as a special advisor to the president and senior team at Valencia College in Orlando, Fla., an institution named best community college by the Aspen Institute.

**Tamara Walser** serves as president-elect of the North Carolina Association for Research in Education and, with **Michele Parker** and current and former students **Emily Grace ’12**, **Chris Bell ’11M** and **Michael Tart ’93**, **’08M**, co-authored “Hill Center Regional Education Model: Evaluation Results of the Hill Reading Achievement Program in Brunswick County Schools”, published by UNCW in 2012.

**Martin Wasserberg** authored “‘She has a Caterpillar with Her and Loved All Kinds of Slimy Things Normal Girls Would Not Touch’: Combating Gender Bias with Nontraditional Literature in an Urban Elementary Classroom” in *Networks: An On-line Journal for Teacher Research* published in 2012.



*Insights Into Actions*  
written by William  
Sterrett

# Razor Walker Awards

By Brooke Keller '12

This year marks the 20th annual Razor Walker Awards presented by the University of North Carolina Wilmington's Watson College of Education. The Razor Walker Awards honor individuals and community organizations who have strengthened and supported the children and youth of North Carolina through their vision, service, courage and dedication to making a difference in the lives of young people.

Approximately 1,000 requests for nominations are distributed throughout the state and region. The nominees come from many different backgrounds and professions, but they all have made significant contributions to the state's children. The difficult paths taken by 2012 Razor Walker award recipients are compared to walking on a razor's edge. Their persistence, determination and tenacity have propelled them forward as standouts in the community for their commitment to improving the lives of children.

## Linda Wheeler Hayes

As the first female secretary of the N.C. Department of Juvenile Justice and Delinquency Prevention, Linda Wheeler Hayes has made many improvements at the agency. She directed the creation and implementation of a gang intervention and prevention program that significantly reduced gang affiliation among the state's young people. She graduated from Greensboro College with a focus in special education and has worked for Hayes, Williams, Turner & Daughtry, P.A., attorneys in Dunn, and she served as the chair of the National Coalition for Juvenile Justice, a non-profit association representing governor-appointed advisory groups on juvenile justice. In her current role, she has partnered with community colleges to integrate career technical education in North Carolina's Youth Development Centers. Her advocacy for children's issues and public safety has brought her accolades. Hayes has received multiple awards at the national, state and local levels for her passion, dedication and service to youth.

## Dr. Olsen Huff

Acknowledged as a pioneer in child development programs in North Carolina, Dr. Olsen Huff has an enduring commitment to children's health. Huff received his undergraduate degree from the University of Kentucky and his medical degree from the University of Louisville. He moved to North Carolina to complete a pediatrics residency at Charlotte Memorial Hospital and a fellowship in developmental pediatrics at UNC Chapel Hill. In 1995, the Olsen Huff Center for Child Development was named in his honor after he established a program at Thomas Hospital in Asheville. Under his leadership as medical director in 1994, he transformed the Ruth and Billy Graham Children's Health Center at Mission Hospital to Mission Children's Hospital. Dr. Huff is chair of the Committee on Federal Government Affairs of the American Academy of Pediatrics, board chair of the N.C. Partnership for Children, which oversees Smart Start, and has served as president of the N.C. Pediatric Society. He retired in 2001 but remains involved as a consultant to the Mission Hospital Health Care Foundation.





(From left) Chancellor Gary Miller, Linda Wheeler Hayes, Dr. Olsen Huff, Tracy Wilkes, Director of DREAMS, Kathy Ann Stoute, and Dean Kenneth Teitelbaum

## DREAMS of Wilmington

DREAMS of Wilmington is an arts education center dedicated to providing high-quality free programs to help children obtain an education in the arts. They firmly believe that every child should be given the opportunity to have the best life available, no matter their past. Established in 1996, the DREAMS Center for Arts Education offers programming annually to more than 600 young people, providing more than 60 classes per week at 15 sites in three counties. A DREAMS education presents children and youth the opportunity to gain self-confidence and build a future that prepares them for community leadership roles. Immersing youth in a learning environment instills hope and confidence while providing a safe, nurturing environment for students to flourish. DREAMS of Wilmington was a 2007 recipient of the President's Committee on the Arts and Humanities Coming Up Taller Award, the nation's highest honor for after-school and out-of-school arts and humanities programs.

## Kathy Ann Stoute

Kathy Ann Stoute, director for the New Hanover County Youth Empowerment Services (YES), provides assistance to delinquent at-risk youth ages 6 to 19 ensuring that they have the resources needed to reach their full potential. Ms. Stoute has faced daily challenges including diminishing funds and an increasing demand for youth programs. Before serving as the director of YES, Stoute held the position of staff psychologist at the New Hanover Correctional Facility and was also involved with the Southeastern Center for Mental Health Juvenile Psychological Court Program. Stoute is from Illinois but has spent much of her life in North Carolina. She is an honors graduate from Campbell University with a bachelor's degree in psychology. She continued her education at East Carolina University, where she received a master's degree in clinical psychology.



Wendy Murphy

## DISTINGUISHED PROFESSORSHIPS

### The Campaign for UNCW

- Comprehensive fundraising effort that raised more than \$66.5 million for UNCW between July 2005 and January 2012
- 8 new distinguished professorships established during campaign, doubling the number available at the university
  - ◊ 2 at \$500,000
  - ◊ 6 at \$1 million or more
- Additional support for the Wendy and Dell Murphy Distinguished Professorship in Education comes from the North Carolina Distinguished Professors Endowment Trust Fund

### Alumni News

## Wendy and Dell Murphy Create Distinguished Professorship to Support the Watson College and K-12 Education

*By Andrea Monroe Weaver*

A scholarship created by UNCW Trustee Wendy Murphy '93 and husband Wendell Murphy Jr. will help UNCW address challenges facing K-12 education in the 21st century. The scholarship funds a distinguished professorship that will help the Watson College of Education enhance its programs and services for schoolchildren and teachers across North Carolina.

"Our hope is that with this distinguished professorship, UNCW's Watson College of Education will be a leader in providing assistance to our K-12 schools throughout North Carolina," Murphy said, "whether it be improving teacher performance or, possibly, working with elected officials to help them make the best choices for our schools and our students."

The future Murphy Distinguished Professor will focus on "academic achievement gaps, teacher quality, decreased support for public education" and other challenges facing schools, said Kenneth Teitelbaum, Watson College of Education dean.

"We expect that our new colleague in this position will help the Watson College of Education become even more exceptional and prominent in the continuing conversations among educators and policymakers in North Carolina and throughout the United States," Teitelbaum said.

The university uses distinguished professorships to recruit and retain faculty experts who share their knowledge and experience with students, colleagues and the community and enhance the university's prestige among peer institutions. Their research projects often bring in grants that benefit their departments and programs, and their outreach efforts contribute to the quality of life in North Carolina.

Murphy, who majored in elementary education at UNCW, actively volunteers at Harrells Christian Academy, an independent college preparatory day school for grades K-12. She also works with the youth program at the Wallace United Methodist Church and serves on the Duplin County Community Foundation. She is the current secretary, and former chair, of the UNCW Board of Trustees.

"Educating our young people is a priority for us," she said. "With a solid education, today's young people will become productive citizens and will give back to North Carolina in many ways, making our state a great place to live."



**David Allin Rose '93** has a new position as director of the Office of Educational Technology & Library Media Services with D.C. Public Schools in Washington, D.C.

**Jakki Stallings Jethro '93, '96M** was selected as the principal of Sunset Park Elementary School in Wilmington, where she previously served as interim principal and assistant principal. She has taught with Craven County Schools and Tyrrell County Schools and was a lead mentor/observer, evaluator and teacher with New Hanover County Schools.

**Annette Louise Searfoss '96** of Shippensburg, Pa., has joined the faculty of Francis Marion University as an assistant professor of education. She earned a Ph.D. in curriculum and instruction from Pennsylvania State University, and an M.Ed. in early childhood education from Shippensburg University.

**Suzanna Wells Bolin '97** was chosen as Pender County Schools Teacher of the Year. She has taught special education at Burgaw Elementary School for the past three years. She previously taught at the high school level of Pender County for nine years.

**Christina Peck Norvell '99** and **Jackson Norvell '98** announce the birth of their daughter, Virginia Grey, on Nov. 28, 2010.

**Eric Fernando Irizarry '02** is the principal of DC Virgo Preparatory Academy. Irizarry was assistant headmaster of Roger Bacon Academy and middle school director and previously taught at Heyward C. Bellamy Elementary and Gregory Elementary schools.

He also worked as director of operations and dean of instruction at Charter. In 2008, Irizarry cofounded and served as the curriculum director for Hillcrest Reading Program, which focuses on teaching at-risk students some of the same methods that are taught at Roger Bacon.

**Belinda Faye Simmons '03** married Stephen Allen Raleigh on April 16, 2011.

**Meredith O'Neal Biggerstaff '03** and Trevor Ryan Collins were married July 23, 2011. The couple will live in Wilmington. The bride is employed by the New Hanover County Schools system.

**Philip Adams Sutton '04M**, former assistant principal of New Hanover High School, is the principal of Isaac Bear Early College High School. Sutton taught science at John T. Hoggard High School and serves as the administrator for New Hanover County Schools Summer School Program.

**Christine Marie Hines '05** and **Orin Caleb Sharpe '03**, both of Charlotte, were married April 18, 2011. The bride graduated from UNC Charlotte with a paralegal certification. She is a commercial mortgage loan administrator with Wells Fargo Capital Markets in Charlotte. The groom is a sales representative with Electrolux Corp. in Charlotte.

**Kendall Spivey Cameron '06** is in graduate school at UNC Charlotte pursuing her master's degree in school counseling.

**Leigh Gates '06M, '10 Ed.D.** will have her article "Implementing and Monitoring the Response to

Intervention Process: The Special Educator's Role" published in the *Journal of the American Academy of Special Education Professionals*.

**Lucy Elizabeth Jones '06** and Matthew David Roy exchanged vows on June 3, 2011.

**Emily Ann Zizza '07** and Christopher Herndon were married April 30, 2011. The couple resides in Cullowhee, N.C.

**Carla T. Fisher '08**, a third grade teacher, was Columbus Charter School's 2011-12 Teacher of the Year.

**Zachary Kenneth McLaren '10** was hired by Mohr Partners, Inc., a Texas-based corporate real estate advisory firm, in its Charlotte office to provide office tenant representation services. Prior to joining Mohr Partners, McLaren worked at TheraSim, Inc. in Durham, N.C., where he led the client project services team.

**Patricia Leigh Harrell '10** and **Shaun Ryan Hayes '11**, both of Jacksonville, were married July 9, 2011. They reside in Maple Hill.



### Update Your Information

As a valued member of the Seahawk family, we want to learn more about the areas of the university that are most important to you. Please take a moment to review your contact information and make any changes by visiting [www.uncw.edu/alumniupdate](http://www.uncw.edu/alumniupdate)



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*UNCW Chancellor Gary Miller, WCE Dean Kenneth Teitelbaum and Interim Associate Dean Scott Imig renew the partnership between Watson College and the region's PreK-12 schools. The regional partnership encompasses 133 schools from 12 school systems and two charter schools in Southeastern North Carolina. The partnerships date back to 1993 and focus on supporting and collaborating on our teacher education program, which includes providing field placements and mentor teachers for our interns, and offering low to no-cost professional development for working teachers and administrators. Photo by Krystine Wetherill*

